

## Geography – Year 9 Curriculum

Content (Intent)	Links to prior learning	Skills and Assessment (Implementation)	Expected Learning Outcomes (Impact)
<p><b>Term 1</b></p> <p><b>Factfulness: Is our understanding of the world wrong?</b></p> <p>Why are we more pessimistic about the world around us than you would expect?</p> <p>Moving away from an overdramatic world view</p> <p>Categorising the world according to 4 income levels</p> <p>How can simple changes move people through the income levels?</p> <p>It is not all doom and gloom</p> <p>Is the world becoming a more dangerous place to live?</p> <p>Is climate change the elephant in the room?</p> <p>The danger of the single story</p>	<p>Extends upon students' knowledge of the differences in development taught through Africa in Year 7 and China in Year 8</p> <p>Extends upon students' knowledge of climate change , sustainability and natural hazards taught in Year 8</p>	<ul style="list-style-type: none"> <li>• To critically analyse graphs to identify trends and anomalies</li> <li>• Compare graphs to show how global indicators have improved over time</li> <li>• To critically analyse natural hazard statistics to identify patterns and trends</li> <li>• To critically analyse articles to understand why we are prone to stereotyping place</li> </ul>	<p>To understand the reasons why we are more pessimistic about the world than it actually is</p> <p>To understand why our view of the world is biased</p> <p>To know how to categorise the world according to 4 income levels</p> <p>To assess how simple changes can move people through the income levels</p> <p>To assess a range of graphs indicating how global indicators have improved over time</p> <p>To assess whether the world is becoming a more dangerous place to live or not</p> <p>To assess whether all the progress that has been made in the last 50 years is likely to be undone by climate change</p> <p>To assess the reasons why Africa has huge variation and to understand the danger of the single story</p>

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<p><b>Terms 2 and 3</b></p> <p><b>Topic 7: People and the biosphere</b></p> <p><b>Enquiry question 1: Why is the biosphere so important to human wellbeing and how do humans use and modify it to obtain resources?</b></p> <p>7.1 The Earth is home to a number of very large ecosystems (biomes) the distribution of which is affected by climate</p> <p><b>Topic 8: Forests under threat</b></p> <p><b>Enquiry Question 1: What are the threats to forest biomes and how can they be reduced?</b></p> <p><b>Rainforest</b></p> <p>8.1 The structure, functioning and adaptations of the tropical rainforest reflect the equatorial climate</p> <p>7.2 The rainforest provides a vital life support system for people as it provides goods and services</p> <p>8.3 Tropical rainforests are threatened directly by deforestation and indirectly by climate change</p> <p>8.5 Conservation and sustainable management of tropical rainforests is vital if goods and services are not to be lost for future generations</p>	<p>KS2 – Global biomes work – some feeder schools have clearly studied rainforests in Year 5 due to prior learning being exhibited by students</p>	<ul style="list-style-type: none"> <li>Comparing climate graphs for different biomes</li> <li>Use of world maps to show the location of global biomes</li> <li>Use an interpretation of nutrient cycle diagrams and food webs diagrams</li> <li>Use of GIS to identify pattern of forest loss</li> </ul> <p><b>Assessment</b></p> <p>Rainforest assessment to include 8 mark – GCSE style ‘assess’ question</p>	<p>To understand the distribution of biomes is influenced by climate, temperature, precipitation and sunshine hours</p> <p>To understand that the rainforest is structured in layers and that plants and animals have unique features that enable them to adapt to the equatorial climate</p> <p>To understand that rainforest provides goods for indigenous and local people</p> <p>To understand how the rainforest regulates the composition of the atmosphere, maintains soil health and regulates water within the hydrological cycle</p> <p>To know the reasons why deforestation occurs in the rainforest and how this creates direct and indirect effects</p> <p>To explain the advantages and disadvantages of global actions designed to protect the rainforest</p> <p>To assess the challenge of achieving sustainable management of the tropical rainforest</p>

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<b>Taiga</b> 8.2 The Taiga shows different characteristics, reflecting the more extreme and highly seasonal climate 8.4. The Taiga is increasingly threatened by commercial development 8.6 The Taiga wilderness areas need to be protected from over exploitation		<b>Assessment</b> Taiga assessment to include 8 mark – GCSE style ‘assess’ question	To understand how Taiga plants and animals have unique features that enable them to adapt to the climate  To understand why the Taiga has low levels of productivity  To know the reasons why the Taiga is threatened by commercial development  To assess the challenges of creating and maintaining protected areas in the Taiga  To assess the reasons for conflicting views on protecting and exploiting the forest and natural resources of the Taiga
<b>Terms 4 and 5</b> <b>Topic 9: Consuming energy resources</b> <b>Enquiry question: How can the growing demand for energy be met without serious environmental consequences?</b> 9.1 Energy resources can be classified in different ways and their extraction and use has environmental consequences	Extends upon students’ knowledge of climate change and sustainability taught in Year 8	<ul style="list-style-type: none"> <li>• Use and interpretation of world maps showing the distribution of energy resources</li> <li>• Use of oil price and oil production data to graph trends over time</li> <li>• Calculation of carbon and ecological footprints</li> <li>• Use and interpretation of line graphs showing the range of future global population projections, and population in</li> </ul>	To know that energy resources can be classified into non-renewable, renewable and recyclable  To assess the environmental consequences of energy resource extraction  To know the global pattern of energy use per capita and to understand the reasons for variation globally

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<p>9.2 Access to energy resources is not evenly distributed which has implications for people</p> <p>9.3 The global demand for oil is increasing, but supplies are unevenly available</p> <p>9.4 The world's continuing reliance of fossil fuels increases pressure to exploit new areas</p> <p>9.5. Reducing reliance on fossil fuels presents major technical challenges</p> <p>9.6. Attitudes to energy and environmental issues are changing</p>		<p>relation to likely available resources</p> <p><b>Assessment</b> Year 9 Exam – to include GCSE style decision making question – 12 marks</p>	<p>To understand the price of oil is affected by changing international relations and economic factors</p> <p>To assess the role of energy efficiency and energy conservation in reducing demand and helping finite energy supplies last longer</p> <p>To assess the costs and benefits of alternatives to fossil fuels aimed at reducing carbon footprints, improving energy security and diversifying the energy mix</p> <p>To assess the reasons why different groups of people have contrasting views about energy futures</p> <p>To understand the reasons why people in developed countries are changing their attitudes towards energy consumption and attempting to reduce their carbon footprints</p>
<p><b>Term 6</b></p> <p><b>Coastal change and conflict</b></p> <p><b>Enquiry question 1: Why is there a variety of distinctive coastal landscapes in the UK and what are the processes that shape them?</b></p>	<p>Uses the knowledge that students' have learnt in rivers (processes of erosion and transportation) and rock characteristics taught in Year 7 and applies this to a different environment</p>	<ul style="list-style-type: none"> <li>• Recognition of key physical and human geography features on 1:25000 and 1:50000 OS maps</li> <li>• Calculate the mean rates of erosion using a multi-year data set</li> </ul>	<p>To understand how geological structure and rock type influence the formation of coastal landscapes of erosion: headlands and bays, caves, arches, cliffs, stacks and wave cut platforms</p> <p>To understand how the UK's climate, marine processes and sub-aerial processes also contribute to the formation of coastal</p>

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<p>4.3 Distinctive coastal landscapes are influenced by geology interacting with physical processes</p> <p>4.4. Distinctive coastal landscapes are modified by human activity interacting with physical processes</p> <p><b>Enquiry question 2: What are the challenges for coastal landscapes and communities and why is there conflict about how to manage them?</b></p> <p>4.5. The interaction of human and physical processes present challenges along coastlines and there are a variety of management options</p>		<ul style="list-style-type: none"> <li>• Use the BGS Geology maps to link coastal form to geology</li> <li>• Recognition of coastal landforms on 1:25000 and 1:50000 OS maps</li> <li>• Use of 1:25000 and 1:50000 OS maps and GIS to investigate what is threatened by rapid erosion</li> <li>• Use of simple cost-benefit analysis to investigate coastal defence options</li> <li>• Use of 1:25000 and 1:50000 OS maps and GIS to investigate the impact of policy decisions</li> </ul>	<p>landscapes of erosion and the rate of coastal retreat</p> <p>To understand how sediment transportation and deposition influence the formation of coastal landscapes of deposition: beaches, spits and bars</p> <p>To explain how human activities: development, agriculture, industry and coastal management</p> <p>have direct and indirect effects on coastal landscapes</p> <p>To explain how the interaction of physical and human processes is leading to rapid coastal retreat on the Holderness coast</p> <p>To understand that the risk of coastal flooding is increasing due to climate change and land use change and to explain how this threatens people and the environment</p> <p>To understand there are costs and benefits and conflicting views about managing coastal erosion by hard and soft engineering and that sustainable approaches can also be utilised</p>

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### **Resources and/or activities to support learning**

#### **Textbooks used in lessons:**

Extracts from: Factfulness: Ten Reasons We're Wrong About The World - And Why Things Are Better Than You Think by Hans Rosling et al; published by Sceptre - ISBN 978-1473637498

Edexcel GCSE (9-1) Geography B – Investigating Geographical Issues by Bircher et al; published by Pearson – ISBN 978 1 446 92776 2

GCSE Geography Edexcel B by Dunn et al; published by Oxford University Press – ISBN 978 0 19 836657 7

#### **Websites:**

##### **Factfulness**

<https://www.gapminder.org/>

#### **Videos:**

##### **Topic 8 – Forests under threat**

<https://vimeo.com/548109998/debef00b94> - Global biomes

<https://vimeo.com/181849485/d2c810828f> - Tropical rainforest biome

<https://vimeo.com/334671611/669379d2c9> - Carbon and water cycles in the tropical forest

<https://vimeo.com/181849575/43d6d3810f> - Tropical rainforest threats and challenges

<https://vimeo.com/181849622/8b6d89910f> - Tropical rainforests sustainable management

<https://www.youtube.com/watch?v=f3oYUxPTQUE> – Canadian tar sands the controversy

##### **Topic 9 – Consuming resources**

<https://vimeo.com/154982307/f94e82a8e1> - The greening of energy

<https://vimeo.com/154977178/f57e4987b1> - Debating energy futures

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<https://vimeo.com/154977183/084622f2f0> - Global energy security

### **Coasts**

<https://vimeo.com/707814607/cc6621327f> - Coastal processes and landforms

<https://vimeo.com/575866926/aa7d5ab4da> - Holderness sustainable coastal management

<https://vimeo.com/154977179/51acd0824b> - Extreme weather UK coastal flooding